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JOURNAL OF EDUCATION

The National School Weekly

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Supreme Influence of the School

AN ARMY officer said to Ernest W. Butterfield: "My men obey me, but I never was able to make my small daughter come to her meals on time.

"Now she has been in school six weeks, and she not only has a fixed hour and minute for her breakfast, but she makes us have the same. She goes spotless to school.

"Is that teacher a better disciplinarian than I?"

"The school, not the teacher, was the disciplinarian."

Dr. Butterfield says forcefully that the school is one of the most carefully organized and quietly run institutions that we have today, and the school by its very momentum inculcates character.

The world crisis has aroused the intolerant prejudices of all lands and languages to a defiant challenge for a fight to a finish by civilization and humanity.

Lincoln School Symphony

"A CHILDREN'S SYMPHONY" of Teachers College, New York City, is a creation in education without a parallel, we think.

The story of this creation as told by Mrs. Satis N. Coleman, in a book of 218 pages, is published by the Bureau of Publications of Teachers College.

The themes for this symphony were selected by the Creative Music Classes of the elementary grades, and the symphony was developed by these children, and the notes occupy eighty-five pages of twelve staffs each, with fifty-four notes to a staff.

This unprecedented symphony is played on musical instruments which were made with their own hands.

If there was ever such a demonstration by any educational institution, we have been unable to learn thereof.

Fostering the War Spirit

PROFESSOR WILLIAM H. KILPATRICK of Teachers College has made a forceful attack on the Daughters of the American Revolution, the American Legion, and kindred organizations as fostering the war spirit.

There is no question but that the Manchuria situation has created a determined world demand for the toning down of everybody and everything that promotes nationalism and internationalism without magnifying the peace note.

Any one who anywhere loosens a phrase that can possibly stir animosity in anything should be silenced at once, regardless of the way it is done.

Thank the Lord for William H. Kilpatrick.

G. E. Dille, Maplewood, Missouri

SUPERINTENDENT G. E. DILLE, Maplewood, Missouri, has been given a new three-year contract with a salary increase of $500 each year.

There are cities which are able and willing to be just and generous despite the world crisis. It is a joy that that there are cities like Maplewood, and boards of education such as Superintendent G. E. Dille has.

Every section of the United States, every interest must consecrate itself inmmediately and forever to the dominance of tolerance.

Knighthood of Youth

THERE are more than 100,000 children and youths in the New York City schools enrolled in the Knighthood of Youth, of which Dr. John H. Finley is president. The Altman Foundation supports a supervisor, who devotes the entire time to this character-promotion organization.

The Child Welfare Association, 70 Fifth Avenue, New York City, has introduced this highly efficient appeal to pupils in schools in forty-six states.

Milwaukee Reading Achievement

IT IS AMUSING to see a carefully written 1,000-word leading editorial in a Boston daily paper in the second week in December giving in detail the reasons why Milwaukee had millions of cash and no indebtedness, and only eight words that could by any possibility refer to the real cause.

The keynote to the Milwaukee way of doing everything will be interesting to Bostonians because it is so different.

Five years ago leaders in education did not like the out-of-school reading of boys and girls from twelve to eighteen years of age. This was entirely changed in three years in the Milwaukee way without saying one word about what they should read or should not read. That is the Milwaukee way of doing things.

To 12,000 students in industrial classes, slips of paper were given asking what magazines they read regularly and what book recently read they cared most for. No slip received any attention unless it attracted attention, unless it was seen at a glance that the reader was discriminating. Some teacher, principal, or librarian conferred with the writer of such a slip to help to more good reading.

As the school year drew to a close all of these youths who of their own choice were reading worthwhile books, magazines and papers were recognized and given distinction for their good reading at a public meeting. Some of them told what they were reading, why they were reading what they were reading.

There was a public speaker of national distinction, the mayor, superintendent of schools and other local dignitaries to make an occasion which interested the newspapers of the city, the state, and Chicago.

Thereafter this occasion rivaled in importance the graduating exercises of the seniors in high school. Every slip reports desirable reading.

The Milwaukee way gets immediate desirable results in everything by saying nothing about what not to do, but by trusting every one to do the right thing, in the right way, at the right time, because it is more interesting to do things in that way.

Milwaukee people enjoy an overflowing city treasury more than a Boston daily paper enjoys writing about it.

California announces that few teachers are without positions in the state.

Readers' Rapid Review

JOE MITCHELL CHAPPLE has launched a highly attractive Readers' Rapid Review, a monthly magazine of 100 pages with the cream of twenty-five of the world's best magazine articles of the month. The price is below anything of the kind that has ever been attempted.

For two-thirds of a cent one can save twenty-five hours and be familiar with the richest thought in science, art and literature, in civics, economics, and religion, at home and abroad, of yesterday and today, through reading Joe Mitchell Chapple's Readers' Rapid Review.

Belding's Page

Fewer Children

FOR many years past, the schools of the United States have had to provide for a steadily increasing number of children. Not only have a larger and larger percentage of pupils remained in the upper grades of the system, but a steady expansion of the population five years of age and under has caused a crowding of the lower grades and a demand for more classes, more teachers, and more buildings.

As the Office of Education now points out, the growth in the number of infants and small children entirely ceased in the decade between 1920 and 1930. In fact, the number in the youngest age group (five years and under) showed a decrease of some 128,840 during that period.

From 1890 to 1900 the number in that age group increased by a million and a half. The next ten years it did nearly the same. The next decade the gain was approximately a million. And now an actual decrease of one-eighth million in place of an increase!

This is, to be sure, a national situation, not a local one. The trends of population toward certain centres may cause the growth experienced heretofore in those centres to be continued for some time to come. But, in a national sense the tide seems to have turned, and the pressure for greater and greater school accommodations in the elementary departments will be likely to decline; unless, of course, the next census should reveal that the loss of population in the lowest age group has been only temporary.

School administrators who perceive in this state of affairs only a relief from one of their most difficult problems should think beyond this fact. What are the causes of the sudden and marked failure of the childhood population of our country to expand as in former times? Fundamentally, perhaps, there is a postponement of marriage and the responsibilities of parenthood. Can anything in our economic or social order be at fault? And what can education do about it if there is?

Supervision

THE weak link in many a local school system is the absence of an elementary school supervisor. The superintendent is too busy a man to put sufficient time and study into the strengthening of teaching. In fact, he may not be qualified to do this work, even if he were to undertake it and devote himself to it. He may still be a first-rate superintendent without this qualification.

The elementary supervisor who is well suited to her task can be exceedingly helpful to the teachers in their classroom problems; especially to the younger teachers. Her duties require tact as well as technical knowledge. Some teachers do not like to be told or shown anything. That would not matter in the least if they could still be compelled to accept the advice of a competent supervisor. But they cannot be compelled. They must be persuaded. The desired result is the improvement of the learning process. This result can be achieved only if the teacher is willing and actively interested. A great deal of splendid supervision is being done, in larger and in smaller communities. And the majority of teachers welcome the aid they thus receive.

Surprising betterments in teaching have been known to follow in the very first year after supervision has been adopted. Such an experience makes a Board of Education wonder why it did not waken sooner to the need of maintaining this important executive office.

Foreign Language Houses

A PIONEER in the founding of foreign language houses in American colleges is Mme. Alice W. de Visme, now of the French department at New Jersey College for Women. Mme. de Visme, who played an important part in starting the French house at Middlebury, has made a survey of the United States to discover what other institutions have adopted this means of instruction. She finds only five such instances in all. Three are in New England: Middlebury, Wellesley, and Wheaton. The others are New Jersey College for Women and the University of Wisconsin.

The movement deserves to spread more widely. Nothing would more speedily improve the quality of foreign language teaching in America than a more general practice of drawing instructors from such schools—where environment does its utmost to form the habit of the desired speech. Eventually, perhaps, the teaching of foreign languages will begin far down in the grades, where it will be incidental and natural. Students who wait until college years or even the high school period to acquire an auxiliary language are obliged to labor prodigiously for what they get.

Auson W. Belding

Associate Editor.

The Harkness Gift to Phillips Exeter

By FRANK W. CUSHWA
Phillips Exeter Academy, Exeter, New Hampshire

"Sitting in a group about a table instead of in formal rows of seats has abolished almost completely the stiff duality which used to obtain between instructor and class," says the writer.

IN AN EXPLANATION of what is being attempted at Exeter, one should understand that our benefactor, Edward S. Harkness, with creative vision and magnanimous generosity, had in mind an ideal, an application of a Christian ideal—the importance, the value of the individual mind; the *one* rather than the *ninety-and-nine*. It was his fear, it was his belief, that mass teaching deprived a pupil of his individuality; and that deprived of his individuality the pupil's progress often ended. First, therefore, he wished to enable the school to make classes small enough so that even the shy or slow individual would not be submerged. A section of ten, it seemed to him, would be small enough to be conducive to the full development of the individual, and large enough to supply the stimulation caused by the example of one's fellows and by rivalry with them. Moreover, the sections were to be constituted on the basis of ability or attainment so that the work of each section might be suited to the needs and the powers of its individual members. The plan was to be away from mass-teaching, away from lock-step, that the individual—slow, average, or bright—might go forward at a rate that had relation to his powers.

Our benefactor believed also that the smallness of the sections and the homogeneity of the sections might be accompanied by a different kind of teaching, which in itself would result also in the development of the individual. The term that, more or less fortuitously, has come to be used with reference to this part of the plan is the Conference Method of instruction. When Webster's definitions for *conference* and *recitation* are quoted, it will be seen why our instruction is called the *conference* rather than the *recitation* method: "conference—act of conferring; serious consultation or discussing; formerly, conversation in general"; "recitation—delivery before an audience of something memorized; also that which is delivered. The repeating of a prepared lesson before a teacher."

The first step has been to provide what is now called a conference room rather than a recitation room—a room, that is, for "serious consultation or discussion," rather than "the repeating of a prepared lesson before a teacher." The furnishing for the classroom is symbolic; a large table, often round, with chairs for an instructor and ten or twelve students. Where the instructor sits may be the head of the table; but the centre of interest easily changes at any moment to the place where any boy happens to be talking. There are blackboards, maps, and all necessary devices for teaching; but there are also books, pictures, everything that would contribute to making the room have the atmosphere of a study rather than that of a formal classroom. An element, by no means negligible, is that the table, chairs, lights, and all the furnishings are chosen as much for beauty as for use.

This Conference Method begins then with a psychological change in attitude—an attitude considerably affected by furnishings. Here is the testimony of an experienced teacher as written in a personal letter: "I had not suspected that a merely physical change in the classroom could so influence our work as it has done. Sitting in a group about a table instead of in formal rows of seats has abolished almost completely the stiff duality which used to obtain between instructor and class, when, I am afraid, his elevation on a platform tended to hedge him about with too much dignity and make him somewhat unapproachable, even to the fearless curious student; and which certainly did tend to make the student still less articulate. The very naturalness of the new arrangement, besides being more comfortable, has in good part wiped out that class-consciousness. Now there is a freedom of discussion, an eagerness to participate, that I never saw before, the value of which to both student and instructor is incalculable. And it comes mostly from sitting about a table."

OTHER results of teaching in the smaller sections in the Conference Room have also been noted. This "naturalness" helps to create in the class a "real" situation; the boy and the teacher pursue a co-operative enterprise; they are a partnership; they are in business together—trustees, directors of a corporation sitting around a common table. All teaching, of course, cannot be done by the co-operative method. The teacher has often to give a modicum of information by lecture or demonstration; but the teacher who knows his art

has, even while he is talking, his students thinking with him, and in the small group can modify his explanation as he witnesses its success or failure by the expression on his pupils' faces. There is, therefore, an economy of time, time saved because a boy has to use his mind for a good part of the time in the smaller class. Obviously also a boy in class of ten will translate two and a half times as much as a boy in a class of twenty-five. A teacher likewise can know better whether ten rather than twenty-five boys are "doing the day's work,"—probably that which after all counts most. But the Conference Method has results different in quality rather than in quantity; in kind rather than in degree.

With more than forty per cent. additional instructors to the faculty came also a revision of the proportion of instructors to boys in the various academy houses and dormitories. Greater gain will be derived from the smaller number of boys under the charge of each instructor, an average of probably not more than twelve. Here, as elsewhere, the benefactor has given incentive, necessity even, for re-examination of accepted aims and of the adjustment of new means to ends. The adviser's duties have been restated. "As the teacher deals with separate parts of the boy's body and mind, the adviser should deal with him as the individual whole; he should be concerned about the boy's intellectual, moral, and social welfare. He should have his own ideas of the meaning and purpose of education and should try to get them realized in the boy." Just as the Conference plan of instruction will prepare a boy for meeting the new conditions in college instruction—the preceptorial, the tutorial system, the honor group, etc., so the system of advisers and the new arrangement of our dormitories will be a sort of preparation for the new House and College plans in Harvard, Yale, and other colleges. As a preparatory school then Exeter will try to prepare its students to do college work as at present college work is being organized.

As a secondary school in the educational process it is hoped that important conclusions will be reached here regarding the effect of the relative size of sections on individuals. Then the Conference Method of teaching will be here tried out under most favorable conditions. The distribution of students into sections according to abilities and attainments, and especially the attention paid to boys who can go farther and deeper into a subject than the normal boy may offer some solution to the important problem of wastage in American education. Of course there is no one of these things that is absolutely new. What is significant, perhaps, is the completeness with which these experiments are being made.

The Other Fellow's Job

By Charles O'Laughlin

There's a craze among the mortals that is mighty hard to name,
Wheresoe'er you find a human you will find the cause the same;
You may seek among the worst of men and seek among the best,
And you'll find that every person is precisely like the rest.
Each believes his real calling to be along some other line
Than the one at which he's working—take, for instance, yours and mine.
From the meanest fawning creature to the leader of the mob,
There's a universal hanker for the other fellow's job.

There are millions of positions in the busy world today;
Each a grudge to him who holds it, but to him who doesn't, play.
Every farmer's heavy hearted that in youth he missed his call,
While the same unhappy farmer is the envy of us all.
Any task you care to mention seems a vastly better lot
Than the one especial something that you happen to have got.
There is one sure way to smother envy's heartache and a sob—
Keep too busy at your own to want the other fellow's job.

—The Kansas Official.

Changing Goals in Teaching

By JAMES NEWELL EMERY

Principal, Potter School, Pawtucket, Rhode Island

"Unless the teacher has a certain amount of breadth of vision, of background herself, or more than a cursory knowledge of subject matter and maintains her pupils' interest in the subject she is teaching, her work is bound to fail."

"GENERAL TAYLOR, with his troops . . . General Taylor, with his troops . . . crossed the Rio Grande . . . crossed the Rio Grande. . . ."

A freckled girl, whose pigtails bobbed in unison to the phrases which she repeated in a subdued whisper, sat behind me, back in the old grammar school days, and studied her history lesson. She studied it, and she learned it. At the end of the year she had practically memorized the old Barnes history of blessed memory, with its pebbled orange cover, and its wonderful and logical division into epochs and administrations, until, for the time being, she could repeat it practically from cover to cover.

She got good rank both in grammar and high school. Not only good rank, but excellent rank. But to her, history was a memory exercise, something to be learned in the exact words of the textbook, much as we learned "Edinburgh After Flodden," or "The Lays of Ancient Rome," to be recited with much emphatic gesturing from the platform of a Friday afternoon.

My memory still recalls a pedantic old grammar master who sternly rebuked us for offering to tell the story of General Taylor's campaign in our own words. "Possibly," he thundered with magnificent sarcasm, "you think you can improve on the words of the book?" Of course we shook our heads in utter amazement and abasement at the presumption. "Then be good enough to give me what the author says—in his words, not yours."

Old-school classroom work comprised almost entirely memory drill—locational or sailor geography and factual history. The child learned, for example, the states of the Union, their capitals and largest cities, the principal products of each state and large city, the names of the Presidents of the United States in order, the counties of the state in sing-song rotation ("Androscoggin, Aroostock, Cumberland, Franklin, Hancock, Knox"), the names of the kings of England, the principal battles and generals of various wars, and the date of each. It was a pure memory process for the most part, with little or no development of the imagination or thinking powers. There was this to be said about it, it was usually thoroughly and to a large extent efficiently done, as far as it went. It was possible to measure in fairly definite terms the concrete amount of accomplishment. The comparatively untrained teacher could do a fairly good job because there were goals and assignments to be accomplished, which were not dependent on the background and training of the teacher. It had this in its favor, that it had definite goals to be attained, and got somewhere, at least, with what it did aim to accomplish. The goals were not high, but they were attained.

Indeed, it has been the writer's own experience in some twenty years of supervision that a teacher who can teach at all can usually be counted upon to teach arithmetic and spelling with fair satisfaction, because their objectives are so much the type of the old hard-and-fast assignment. Personally, I am not particular in sizing up a teacher to see her class in those subjects. If she is at all conscientious and hard-working she can be expected to do reasonably good work in those form-subjects. When she comes to the content-subjects—well, that is another story.

OUR modern objectives are of a decidedly different nature from those of thirty years ago. We no longer attempt to teach a long list of states, cities, capitals, and products. Dates are reduced to a minimum, and these are more in the nature of guideposts or pegs on which to hang the comparative location of events than memory exercises for their own sake. We make little or no attempt to teach the history of the United States, for example, by blocks of four years each, dividing the happenings into arbitrary groups under the headings of Jefferson's or Wilson's first or second administration. Rather they are treated as large movements, the trend to the West, the rise of the slavery controversy or the growth of foreign

immigration, regardless of under what particular President's term they occurred.

In geography we no longer lay strenuous emphasis on the need for knowing capital and largest city of each state in the Union, or being able to bound each state on every side, or to locate minor rivers, bays, seas, and mountains. Except locally, we are not especially concerned with the fact that Tallahassee is the capital of Florida, and Jacksonville its largest city. Populations have a habit of changing rapidly. Take, for example, Hollywood and Detroit in the last decade. We do attempt to emphasize that on account of its delightful climate, especially in the winter months, Florida has become a nation's vacation playground, when other parts of the country are locked in the freezing grip of ice and snow. That Jacksonville is the natural gateway to Florida, from its location and its historic importance. We teach that in certain sections of the United States, Florida and southern California, vast quantities of oranges, lemons and grapefruit are raised, enough to supply the rest of the country, owing to the peculiar climatic conditions that are duplicated nowhere else.

We are not concerned primarily with the fact that cotton is raised in certain individual states, Georgia, Mississippi, Alabama, but in a vast belt across the southeastern portion, whose boundaries are defined by climate and soil conditions, rather than by arbitrary state boundaries. Climate and soil have a habit of lapping over man-made bounds. That New York City has grown into the largest city, with one exception, in the world, owing to its splendid harbor, its accessibility, its early historic start, and its natural location as the outlet of a vast and rich hinterland. We are not concerned primarily with each battle or campaign of the Civil War, but that it was the inevitable conflict between the slave-holding, agricultural South and the manufacturing, free-labor North, complicated by the issues of states rights versus a strongly centralized Federal government. We are not so much interested in how it was fought as why it was fought, and the results that came about from that unavoidable clash. Instead of the names and locations of all the bones in the body, we emphasize the simple and vital rules of hygiene—cleanliness, diet, fresh air, exercise, sleep, and correct personal habits.

Both the old ideals and the modern ones have their difficulties and their limitations. One of the chief problems of our modern objectives is the fact that so much of the pupil's success is dependent on the background, training and personality of the teacher herself. It required little initiative, for example, on the teacher's part, in the case of forty-eight states, forty-eight capitals, and forty-eight largest cities. It was a very definite task, to be accomplished by sheer effort in a certain period of time.

The development of the thinking process, the recognizing of the great objectives in education and carrying them out successfully, is quite another matter. Unless the teacher has a certain amount of breadth of vision, of background herself, or more than cursory knowledge of subject-matter, and a personality that can both impart knowledge and maintain her pupils' interest in the subject she is teaching, her work is bound to fail in the very ideals for which she is trying. To use the homely old proverb, she is unable to see the forest for the trees.

I have in mind one otherwise excellent teacher whose ideal of imparting history is that of having her pupils memorize word for word in parrot-fashion the summaries of events at the close of each chapter of a rather antiquated textbook, or of rattling off answers to a selected list of quiz-questions. Two decades of teaching and several generations of principals and supervisors have made no impression in the granite of her fixed idea of what constitutes history teaching—likewise other content subjects. Her vision is unable to see beyond the skeleton or drybones of historical facts. She cannot see that history is a record of struggle and achievement, of conquering difficulties in the face of what seemed insuperable obstacles. The lives of Washington, Franklin, Lincoln, Columbus, we study not alone for the things which they accomplished, but for the fact that they achieved their success in the face of what seemed overpowering obstacles. The lesson is not altogether in the fact that Washington succeeded in liberating the oppressed thirteen colonies, but that he accomplished this task under the handicaps and discouragements which would have overwhelmed anyone of less gigantic soul. There is an inspiration and a message in the lives and accomplishments of the great men whose biographies we consider worth studying today.

No teacher can impart knowledge successfully unless she teaches her own pupils to think. She cannot do this unless she can look beyond the mere list of facts to be learned, and see the great goals that underlie those facts. And she cannot have this vision unless she knows her subject matter thoroughly. The teacher who keeps only two jumps ahead of the class, and the teacher who plods doggedly in the same rut year after year both fail miserably. She must have a knowledge of her own subject and a feeling for it, which in turn she must transmit to those with whom she is working. Otherwise, instead of being a teacher worthy of the name, she is a mere tutor, a narrow, factual quiz-mistress, whose insistence on little things makes her overlook altogether the great objects of education itself.

The Response to Responsibility

By R. E. BUTCHER

St. Louis, Missouri

THE assumption of any responsibility by any one at any time in life, even though one may fail to carry it to ultimate satisfaction to one's self and to complete success as judged by current standards, is invariably a benefit to the assumer. This is especially true if the task is in the nature of a true service to others.

Doubtless it is of great interest to one who has reached old age to retrospect upon how many kinds or classes of responsibilities had been shouldered during the normal lifetime; and, also, just when or at what age in life any certain kind of responsibility was met with. Then this leads to the observance that the same degree or sort of responsibility seems to affect different people so differently.

For instance, Napoleon's knees doubtless trembled less on the eve of the Battle of Waterloo than did Lord Wellington's, although the former must have known very well he was playing his last trump. Then there was the young Rarick boy in Fannie Hurst's "5 and 10." His wealth was too much for him. He could not see his way through, and consequently he took his own life.

After all, our responsibilities, like our troubles and sorrows, are mostly all in our imaginations, existing largely in the mind of the individual only. The comforter would tell us "there is no new sorrow." That no one can experience a loss or sorrow that countless millions before have not met and borne. But sorrow can be met most always with passive resistance by the individual, who can constantly be comforted and sustained with the thought that *time* is his surest and friendliest ally.

But responsibility can hardly be met and solved in any such manner. It cannot be satisfied by passive resistance. Time may serve as one's ally up to a certain very limited stage, after which it becomes the prodder, the punisher, the constant reminder that something must be done about this responsibility, this task, or else the individual must hatch up a good alibi for escaping it. And this subterfuge seldom leads to the way out.

Considering the kinds of responsibilities and the time in life when one is most likely to meet them—they seem to come somewhat as follows and to appear dominantly in the order named: First, there seems to come the social responsibility; second, the ethical and religious; third, the home making and parenthood; fourth, the economic and financial; and fifth, and last in life, come the political and civic responsibility.

THE first of these, the social, seems to show itself very early in life. Evidence of this appears when the very young child seeks the companionship of its fellows and attempts to be pleasant and winsome toward them. The second, the religious responsibility, according to many investigators, seems to be of most concern to the individual at about the age of fifteen in girls and sixteen in boys. The home making and parenthood responsibility, among Nordic peoples, at least, is assumed during the next ten to fifteen-year period. The big business undertakings, the acquirement of wealth, are the chief matters of interest in man's life during the thirty-five to fifty-year period.

This middle-age period merits further comment. It is coming to be recognized as the most critical time in life. We hear much of the dangers and pitfalls which beset the adolescent, the fifteen to eighteen-year old; but they are as nothing, as a rule, when compared to the dark chasms which engulf those of middle age. If the adolescent has his down sittings, he also just as naturally has his compensating uprisings. Variability is the normal state of existence and procedure in the plastic life of youth. But when the middle-aged lose out (and statistics put out by life insurance companies tell us that some 97 per cent. lose all their accumulations at from forty-five to fifty years of age) they do not possess that store of buoyancy and energy which serve to urge them on in early life. The fires of passion and love of adventure and exploration, which carried on to greater and greater achievements in the early years of life, have burned out. The only driving force left is the barren and stern will power.

In the past we have heard of the "fat forties" and of "the dangerous forties." Now we are coming to hear more and more of the furious, fast, and loose forties. The time of life when so many seem to forget their accustomed inhibitions and precautions in both moral and financial affairs. The sky becomes the limit of their aspirations, while too often the cellar is the final destination.

But, however those things may be—coming to the fifth and last responsibility mentioned—having thus far in life striven largely for self-advancement, man now seems to come to wish to spend his later years in service to his country. So he takes added interest in political issues, suffrage, and office holding, usually after the age of fifty.

Now the question of most importance, particularly to parents, is how they may train their children to assume successfully these responsibilities of life as they meet them. A noted educationist

recently told a group of St. Louis teachers that the three chief traits of character one must possess for the successful assumption of grave responsibilities are self-control, perseverance, and determination. These traits have been developed among our youth of the past, he said, by their having to care for living, growing things, both plant and animal, such as the farm crops and the live stock, which they had to care for in their rural life. From their own brothers and sisters in the large families they learned to give and take, and to evaluate things according to their true merits. Cares and duties involving more than their own immediate personal desires and needs were thrust upon them every day, and thus early in life they began to learn how to meet its responsibilities.

THAT great, present-day, educational philosopher, Arthur Dean, says: "Give the boy a calf to raise, and the calf will raise the boy." Bill Nye in his History of the United States tells how Benjamin Franklin as the youngest of seventeen children must have developed that methodical and philosophical turn of mind which later was to make him so successful in assuming such great responsibilities, when as a child he had to pick his pair of shoes out from among seventeen other pairs before the fireplace every morning when he came down to dress and from having to hunt his wad of chewing gum off the window sill from among seventeen other wads.

A few years ago in an occasional address a president of a great state university (not Missouri's) said the best qualifications one could have to cope with the trying responsibilities of that great office are "a thick hide and a good stomach." When we read the American Magazine, for instance, we almost are convinced that we must have some physical handicap in addition to poverty in early life to be best qualified to meet and solve life's problems; and that success by personal effort alone comes only to the halt, the lame, or the deaf.

So, after all, we must conclude that life's responsibilities must be met and solved by each of us largely in our own way according to our own individual measure. Each of us must learn to paddle his own canoe.

A Schoolman Looks at Scouting

By RUSSELL BURKHARD

Principal, F. A. Day Junior High School, Newtonville, Massachusetts

"The Boy and Girl Scout organizations with their wide activity programs providing adequately for achievement and success, cannot fail to be welcomed more and more heartily by the educator."

IF EDUCATION is concerned with the growth of the individual as a constructive member of society, then the Boy and Girl Scout organizations may be said to be highly educative.

Here, in good social units, are found real child-centred groups.
Here competition blends nicely into co-operation.
Here is a minimum of super-imposed authority.
Here new ideas, rather than facts, are being presented naturally.
Here runs the fundamental thought of health and vigor.

With the schools, Scouting shares mightily in the task of guiding pre-adolescent youth through at least three important years. This job involves terrific responsibilities, and without the balancing factor of seeing the fruits unfold, scoutmasters and captains might find their jobs quite difficult to endure.

The adult who goes into scout work occupies a unique position. He becomes the sympathetic interpreter of the child's problems. Scoutmaster and captain alike, hear released, in unusual ways, many girl and boy worries, many hopes and fears. And it becomes their important, vital privilege to lend a friendly, wise, kindly ear. Vital is used discreetly here, for scouting experiences bring the adult into countless emotional situations in the life of a child. With intelligent guidance this can easily be the turning point in many a youngster's career.

Like the educator, the adult in scouting endeavors to withhold judgment on the "weak sister" of the platoon. When least expected, he, too, knows that this child changes, and more often than not, for the better. Because of this, the grown-up who has the tendency to indict a scout for some infractiousness, usually does it privately, with a human, firm, friendly touch.

Emerson has said: "Nothing great was ever accomplished without enthusiasm."

Both scout organizations realize well that boys

and girls enthusiastically worship strength and courage, not necessarily physical. The writer recalls the incident of a spontaneous yell that completely dwarfed any football cheer. It was flung from the throats of school children as their hopelessly crippled classmate was carried to the platform for a diploma.

Strength worship was back of that wholesome tribute. Courage, personified, had mounted before them. The child world admired it to the breaking point.

Wisely enough, scouting provides unlimited opportunities for capitalizing these items, and uses them to actually build character.

It is suggested that troops and platoons can perhaps develop more extensively the group idea somewhat along the lines of the case-conference method. As in school life, children are contacting at all times with bewildering circumstances. They need experiences in deciding what is right and wrong, particularly by group action.

The child of scout age is not able to do much discussing abstract principles. He is, however, much interested in specific conduct cases especially when it parallels his own living.

For instance, a scout group could intelligently handle such a case as this:—

Nancy, fourteen, has good looks, personality. Just one item breaks down the confidence her comrades wish to place in her. Temper.

Nancy ran for the vice-presidency of her drama club, but Anne was elected. Nancy quit the club, sore.

What would you have done?

Is it a good thing to learn to take second place gracefully?

How could she improve the situation, etc.?

By such means the puzzled youngster is usually able to grasp some standards. Consciously or otherwise the right side of a question almost inevitably builds up, and in such a manner as to seem to be quite free of any adult pressure.

The Boy and Girl Scout organizations, with their wide activity programs providing adequately for achievement and success, cannot fail to be welcomed more and more heartily by the educator. If the home influence is dwindling, then we are the more grateful for an agency that takes the child beyond school hours and places him in a natural growing atmosphere.

Certain it is that a Scout finds it difficult to pass through this experience without developing more self-reliance. The Scout has learned that the world has definite duties to perform; that some of these tasks are pleasant, and some mighty unpleasant, but that they must be done regardless.

A youngster with such an attitude is an asset in any community.

Disarmament the World's Hope

By O. MYKING MEHUS

State Teachers College, Maryville, Missouri

ONE of the most important meetings to be held within the next few months is the Disarmament Conference that meets in Geneva in February. The future peace and welfare of the world depends upon the outcome of this conference.

In emphasizing the significance of this gathering, President Herbert Hoover said: "International confidence cannot be built upon fear—it must be built upon goodwill. The whole history of the world is filled with chapter after chapter of the failure to secure peace through either competitive arms or intimidation. Within a short time the principal nations of the world will meet to discuss the broad questions of reduction in land armament. The very calling of this conference is in itself not only proof of need, but is emphatic evidence of progress in the world demand for relief and for peace. Of all proposals for the economic rehabilitation of the world, I know of none which compares in necessity or importance with the successful result of that conference."

Every impartial student of the World War realizes that one of the main causes of the war was the race of armaments in Europe prior to 1914. As armaments in each country increased, there was also a corresponding increase of fear and suspicion of other countries. These were taken advantage of by the militarists and the jingoistic press to further increase armaments. And thus a vicious circle was built up—more armaments, more fears and suspicions, and more armaments.

The fallacy of armaments as a means of security is well put by Ramsey MacDonald, who said: "People seeking safety by arms are like people seeking shelter under trees during a thunderstorm; they are at the very point which is first struck when the thunderstorm breaks, instead of being secure during grievous danger."

For anyone to advocate a large army or navy for the United States is indeed ridiculous, for we are not in the least danger from any foreign foe. Anyone who is conversant with foreign affairs realizes this clearly. No less a statesman than Hon. Charles E. Hughes, for eight years secre-

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tary of State, and now Chief Justice of the United States Supreme Court, said: "So far as we can see into the future, the United States is not in the slightest danger from aggression. In no single power and in no possible combination of powers lies any menace to our security. . . . There is no reason why we should demonstrate our power to take care of ourselves, for no one doubts it."

In spite of the truth of the statement made by Chief Justice Hughes we are met on every hand by the propaganda of the Navy League, which desires that the United States build up to the maximum navy allowed by the London Naval Treaty. To build such a navy will cost, according to estimates, during the next six years $1,200,000,000. The upkeep of such a navy will cost some $500,000,000 annually. Since there is no need for such a navy it is hard to understand how anyone who considers himself a loyal American citizen can advocate such a colossal waste of public funds.

All students of economics are agreed that the present world economic depression is a direct result of the industrial and financial disorganization caused by the World War. In this connection President Hoover said last May: "The destruction of life and property; the great tax burdens and the social and political instability which resulted from the great war have had large responsibility in the origins of the present depression."

The cash cost of the World War to all nations for four years and four months has been estimated at $186,000,000,000; and the total cost, including destruction of property, of shipping, etc., at $355,000,000,000. Up to June 30, 1930, the cost of the World War to the United States was $37,873,908,499.36. President Coolidge stated that its final money cost to the United States would approximate $100,000,000,000. The sum spent in caring for our World War veterans was, up to December 31, 1930, $5,459,100,000.

The United States has paid in interest on its World War debt since 1917, $10,136,998,632.60. The interest for the years 1920, 1921, and 1922 exceeded $1,000,000,000 each year. The public debt of the United States rose from $1,225,000,000 in 1916, to $25,482,000,000 in 1919. By the close of the fiscal year 1930, however, it had been reduced to $16,185,308,299. Great Britain's debt leaped from $3,485,000,000 in 1913 to $39,314,000,000 in 1920; and the French debt from $6,346,000,000 to $46,025,000,000 for the same years.

The above facts indicate clearly that in modern war every nation loses. The only ones for whom the war for democracy was a lucrative business were the profiteers who were found in the United States as well as in the other warring countries. During the World War 21,000 new millionaires were created in the United States, and 69,000 men made more than $3,000,000,000 over and above their normal income. According to H. J. Adlard, J. P. Morgan, Jr., made more money in two years during the war than Morgan, Sr., had done during the whole of his life.

It is comparatively easy to convince folks that other countries are spending too much on armaments, but it is an entirely different matter when one tries to convince anyone that the United States is leading in the armament race. Therefore, it may be well to call to mind what President Hoover said on July 23, 1929: "Current expenditures (of the United States) on strictly military activities of the army and navy constitute the largest military budget of any nation in the world today, and at a time when there is less real danger of extensive disturbance to peace than at any time in more than half a century." During the three fiscal years 1928-1929-1930 the United States expended on its military and naval establishments $2,050,000,000; while Great Britain expended $1,670,000,000. In 1930 the nations of the world spent about $5,000,000,000 on their respective military machines.

Much is said and written today about high taxes. In this connection one should remember that nearly seventy per cent. of federal taxes are spent because of past wars and armaments. On December 5, 1929, President Hoover gave an analysis of the federal budget for 1930, and pointed out that it was distributed as follows: Interest and reduction of public debt, $1,279,894,100, 32 per cent.; veterans of former wars, $757,044,485, 19.1 per cent.; national defence, $692,399,804, 17.5 per cent.; ordinary civil functions, $1,246,803,262, 31.4 per cent.

During the first nine months of the fiscal year 1931 the government spent for all purposes $3,126,540,000. Over two-thirds of this, or $2,124,737,000, was spent for present military purposes, and to pay the bills of past wars.

In view of these facts it is easy to understand why thinking people all over the world are tremendously interested in the coming Disarmament Conference, and are demanding that something be done to relieve the heavy burden of armaments and thus take a forward step toward permanent world peace. The statesmen of the world are telling us that the success of the Disarmament Conference is in the hands of the people, for the people can compel results if they will.

The next few months are of vital importance to the lovers of peace. If budgets for armaments can be reduced this world will be safer to live in, for as armaments are lowered good will and confidence among nations will increase. It is only through world co-operation that permanent peace can be established. War is a relic of barbarism that has no place in a civilized society; and since armaments tend to bring on war, our duty toward disarmament is clear.

BOOK TABLE

THOMAS A. EDISON, BENEFACTOR OF MANKIND. The Romantic Life Story of the World's Greatest Inventor. By Francis Trevelyan Miller. Cloth. Illustrated. 320 pages. Philadelphia, Chicago, Toronto: The John C. Winston Company.

Thomas A. Edison signifies to the children and youth of to-day what no other man can ever signify.

No one man has ever meant to the world what Mr. Edison has meant.

Probably a billion persons have had their life literally transformed, and they have known that Thomas A. Edison had made for them an entirely new world in every phase of living.

This story of Edison's life is the most remarkable school book we have ever known. It is a complete account of this most remarkable life. It was written, published and ready for school use six weeks after he died.

There is no likelihood that a future school book on the life of Edison will be prepared. It has the glow of the world thrill of the gratitude of mankind for the noblest benefactor of civilization, coming to the schools within six weeks of the passing of the most interesting personality of the ages as a brilliant rainbow in the midst of the darkest tragic industrial tempest the world has ever known.

The publishing house of John C. Winston in Philadelphia had the historic, biographic, and social conditions of the world as it had been accumulated by master artists in twelve years. The hour that Edison's life here passed into the life eternal, the story of the world, as Thomas A. Edison had transformed it in his eighty-four years, was dramatically written, magically thrown into type, on to presses, into bindery, out to the schools, and all in six weeks.

The life of Thomas A. Edison has a special interest to me as I am only two years older than he and have followed his achievements in New Jersey, for America, for all countries and continents, for all races and languages, for the highest culture and the lowest strata of mankind with an interest such as I have had in no other life as noble and wonderful.

OCCUPATIONS THROUGH PROBLEMS. By James B. Edmondson, Dean of Education, Michigan University, and Arthur Dondineau, Detroit Public Schools. Cloth. 216 pages. New York: The Macmillan Company.

It is an interesting experience to review Kitson's book in the forenoon of Labor Day, and this book in the afternoon without knowing that I had it on the table when I wrote the other review.

I can say everything of this book that I said of "I Find My Vocation," and they are radically different. Kitson's book, "I Find My Vocation," would not meet the need of boys who need this book. The titles tell the distinction.

"I Find My Vocation" says plainly that it is for a student who is in earnest to learn what vocation will be best for him, and how he can prepare himself for it.

"Occupations Through Problems" says as plainly that the student is afloat, and it is a problem to get him to settle down to any one problem.

Here the thought of the author is on the youth, how to attract him to some occupation. The authors are interested in finding bait that will interest youth.

If a boy should come to me for help in choosing a vocation I should give him Kitson's book. If a father should come to me to help him find a vocation for his son I should give him "Occupations Through Problems."

I devoted much time to these two books. I enjoyed both of them. Each will help me to advise youth and perplexed parents. The world needs both of these books. They are important books. One is highly attractive. The other is vastly informing.

HEATH'S GOLDEN KEY SERIES OF THE ENGLISH CLASSICS. To meet the college entrance requirements. Boston: D. C. Heath and Company.

BURKE: SPEECH ON CONCILIATION WITH AMERICA. Edited by Howard DeForest Widger, Eastern Illinois State Teachers College.

HAWTHORNE: THE HOUSE OF THE SEVEN GABLES. Edited by Ward H. Green, Central High School, Tulsa, Oklahoma.

OLD TESTAMENT NARRATIVES. Selected and edited by Roy L. French and Mary Dawson, Brantwood Hall. The King James Version. Selected after a survey of the demands made in state and city curricula throughout the country. Presents the selections in historical sequence, each being preceded by connective material.

SHAKESPEARE: THE MERCHANT OF VENICE. Edited by Pauline W. Leonard. . . . An edition with an unusual appeal to the imagination.

STEVENSON: AN INLAND VOYAGE, AND TRAVELS WITH A DONKEY. Edited by Florence Crocker, LaSalle, Illinois. Fresh information regarding Stevenson's life is presented.

This "Golden Key Series of English Classics" is for English teachers who need modern editorial information and inspiration. There is a vital personality of each of the classics which makes the teacher think she is teaching it as it has been taught by no one else.

ANSWER ME, YES OR NO. By Elmer O. Capper and Russell H. Potter, Jr. Cloth. Boston: W. A. Wilde Company.

This a much worthwhile book. It is a game of thought. There are 600 questions to be answered by "Yes" or "No." The questions range through literature, history, geography, public affairs and the Bible.

This is a stimulant for teachers and preachers, authors and editors, for those who think they know what they don't know.

Boys and girls are enthusiastic over these questions long before they would be expected to be, and men and women are interested in them long after they would be expected to be.

LOCAL ASPECTS FOR THE RECORDS OF PROCEEDINGS OF BOARDS OF EDUCATION. By M. R. Keyworth, superintendent of Hamtramck, Michigan. Cloth. New York, Milwaukee, Chicago: The Bruce Publishing Company.

Several civic conditions make this book a professional necessity.

A city school system is no more what it was six years ago than a gilt-edge industrial stock is.

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Dr. Keyworth's book, published by the Bruce Publishing Company, is sure to command universal confidence because both author and publishers are strictly scientific and educational, and the form of presentation is adapted to ready understanding and appeals to persons of high and low culture.

Books Received

"Everyday Spelling." Primary, Intermediate, and Parts One, Two, and Three. By Henry Suzzallo, Henry Pearson, and Milo Hillegas.

"Fact and Story Readers." Books Six and Seven. By Henry Suzzallo, George Freeland, Katherine L. McLaughlin, and Ada M. Skinner. New York City: American Book Company.

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

The Power of an Idea

AS A START on this week's work, let me give you an idea that I think has power in it. I hope in view of what was said in conference last week that it carries with it an aura that will give it peculiar force. My idea is well worth the consideration not only of the teacher for herself, but of the teacher for her children. To my mind it is well worth teaching to the children because were a person to be once convinced of its truth he could not be from that time forward quite the person that he had been before. The idea is this:—

You carry your joy with you. You carry your success with you. Neither joy nor success precedes you on the road, nor waits for your arrival. Of course you see what I mean, that both joy and success are things that flow out of ourselves, and since the stream can never disconnect itself from the source and remain a stream, so neither joy nor success can continue to be motivating powers in life without a steady flow from our inner selves.

There is a consolation and vivifying sense of well-being that comes to one who really proves the truth of this idea. If joy and success flow from within ourselves then we are the arbiters of our destiny. Our joy and our success become independent of the things about us, bitter though they may be, since we control the springs from which they flow.

At first sight this may seem to be open to much criticism. How can a person maintain the flow of joy, for instance, in the face of circumstances which are of such character that joy seems to die before it can reach the surface? To be truly without joy one must cease to live. No matter what the conditions of life may be, hidden away in the soul there is that inner consciousness of some abundant and abiding value that makes life worth while. Our sorrows, many times, are magnified by the angle from which they are viewed. Many times, and rightly so, they are minimized by the color of the remaining joy through which they are seen. As long as there is life there are things to do, and as long as there are things to do the creative energy of man will not rest, if the attitude towards life is what it should be. Fate may be unkind and destiny obscure, but the great consciousness of existence remains to balance one in a world of discontent and doubt. The spiritual values rest with us and underneath us, no matter what the earth proposes, and it is in the appreciation of the fundamental realities of life that we must look for the source of both joy and success.

This thought is of vital concern especially to teachers who, in spite of the fact that they are constantly troubled by the physical beings of their charges, are more in contact with spiritual values than people of any other profession. To keep one's self alive to the great significance of the spiritual values inherent in one's self and in one's charges, is to appreciate the necessity of bringing to one's work only those attitudes of mind which favor its growth.

Nature in this case, as in all others, shows us the way. Only when the sun shines and the warm winds blow and the cool rains fall do the things of earth prosper and grow, achieving both joy and success. That classroom in which abiding sense of joy is not present can be likened only to some dreary expanse where the sun rarely shines and the touch of spring comes but seldom.

Let us remember, then, as teachers, that we carry our joy and our success with us into the classroom as well as into our homes. Let us not expect to find it in either place unless when entering through the doors we bring it in generous measure with us.

EMILY

From The Egan Monthly Service in Character Training. Copyright.

The hour that Emily had dreaded had come at last. All was very quiet in the cozy little white house at the road's end—all was very quiet where a short day before all had been very tense with people tip-toeing softly but swiftly about.

Emily placed the lid back on the hot stove so gently that not a sound rose from it, then she moved the tea kettle back so that it purred softly like a very tired but happy kitten, then she went softly to the bedroom door, and stood there looking into the dark where two golden flames flickered unsteadily on tall candlesticks.

There was a dull, deep pain in Emily's heart. She pressed the flat of her hand against it, then she turned and walked swiftly out of doors and across to a neighbor's house where her little brother and sister were being cared for.

"You are so kind," she said earnestly to the neighbor. "I do not know what we ever would have done without you."

"It would be a hard world," said the neighbor gently, "if people did not lend a hand in days of trouble. Little Jimmie and Jane will be all right, my dear. Don't worry about them."

Emily took the two children into her arms for a brief moment, comforted them and then went back to the little darkened house.

There was so much to do.

Ten days later Emily sat in the bright sunshine under the big elm tree with Jimmie in her lap. She closed the story book as the school principal approached.

"Don't get up, my dear," he said. "We have missed your cheery face in the schoolroom and in the yard. I have come down to see for myself, just how you are getting on."

"I am woefully behind, now, in my lessons," said Emily. "There doesn't seem much hope of my going back this term. The children are so little and need me so much, and father is so dreadfully broken by what has happened."

Mr. Black's eyes softened. "You are wonderful!" he said. "Everyone thinks so. Trouble seems only to bring out the beauty of your character. Years ago Mrs. Black tutored in a boarding school. I'll tell you what we'll do. Twice a week she will bring her sewing down here, and, under her guidance, I am sure you will keep your place easily with the others in your class.

"And now, let me see—why, of course, I shall call for Mrs. Black, myself, each time she comes, and in that way bring the school department down with me. What do you say?"

Two months later Mrs. Black addressed a teachers' meeting in a distant city.

"Most of us lack some vital, radiant thing to give our life its true meaning. I never appreciated the fact until I came into close contact with Emily Brown. Of course you do not know Emily, but she lives and breathes—a little, frail girl of fifteen, not beautiful, but radiant, giving off a lovely atmosphere wherever she may happen to be. Trouble seems to take on a glory as it gathers over her—she invests it with nobility, for it seems to serve as a background against which her own life and loveliness reveal themselves. I have been tutoring Emily in history and arithmetic, and she has been doing well, but Emily has been tutoring me in the loveliness of true living, and I only hope I do half as well."

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11.00 A. M. Musical Alphabet.
2.30 P. M. American School of the Air—"Baron Von Steuben." (History Drama.)
4.30 P. M. National Student Federation of America Program.
6.00 P. M. Current Events—H. V. Kaltenborn.
11.15 P. M. Toscha Siedel, Violinist with Concert Orchestra.

Tuesday, January 5

2.30 P. M. American School of the Air—Early French Music (Geography and Music).
3.30 P. M. Musical Americana.
5.45 P. M. "Bill Schudt's Going to Press."
7.30 P M. Kaltenborn Edits the News.
11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Wednesday, January 6

2.30 P. M. American School of the Air, "Story of Roland" (Literature Drama).
11.15 P. M. Toscha Seidel, Violinist with Concert Orchestra.

Thursday, January 7

1.00 P. M. Alfred P. Sloan Speech before Boston Chamber of Commerce, "Industry Problems."
2.30 P. M. American School of the Air, Descriptive Music and "The Earth and Its Neighbors" (Elementary Science).
7.30 P. M. Kaltenborn Edits the News.
8.45 P. M. Angelo Patri, "Your Child."
11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Friday, January 8

2.30 P. M. American School of the Air—"Writing" (Vocational Guidance).
3.45 P. M. Columbia Educational Features, Professor Cecil H. Desch, "Metals in the Use of Man."
4.45 P. M. Curtis Institute of Music Program.
8.30 P. M. March of Time, Dramatization of the Week's Outstanding News Events.
11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Saturday, January 9

9.25 A. M. Talk by Alvan MacCauley.
9.30 A. M. Tony's Scrap Book, Conducted by Anthony Wons.
10.00 A. M. Jewish Art Program.
11.00 A. M. New York Philharmonic Symphony Society Children's and Young People's Concerts, Ernest Schelling, Conductor.
12.45 P. M. Wingate Athletic Program.
7.00 P. M. The Political Situation in Washington Tonight, Frederic William Wile.
10.00 P. M. National Radio Forum from Washington, D. C.

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NEWS OF EDUCATION

Wants Speech Cast in Western Mold

California Professor Asserts That Yankee Twang Must Yield to Purer Diction of the Pacific Coast

PASADENA, Cal.—Typical speech of the population of a large section of the United States, the famous Yankee twang, is slated for the limbo of banished institutions when the present groups of school students begin to exercise their influence in national affairs.

This step is indicated, at least, by the results of the third annual convention of the Western Association of Teachers of Speech which was held here recently, attended by voice specialists from eight western states. A discussion of dialects and speech tendencies occupied part of the meeting and naturally led to a consideration of the American dialect.

Yes, indeed, there is an American dialect, according to instructors at the convention, and it is peculiarly the nasal tone of the average American.

But times are changing. Armed with scores of devices and methods for pure speech, voice teachers have unofficially organized a national movement to bring about a new era of speaking through the mouth. For that is the correct way to speak, and the method applies to all nations, the voice teachers said.

"A most perfect blending of the accents and dialects of American speech is found in the western United States today," asserted Lee Emerson Bassett, professor of public speaking at Stanford University and president of the Speech Teachers Association, "making the English spoken here more standardized than in other sections."

"There is no dialect spoken in the western states," he said, and the English used on the Pacific coast is freer from irregularity of vocabulary, pronunciation and intonation than in any other locality.

This statement, by the way, doesn't "debunk" the dialogue of Bret Harte and Mark Twain in their western novels, for Professor Bassett explains that the so-called western dialect is typical of Oklahoma, Missouri, and Nebraska rather than of the far western states. So, "Thar's gold in them thar hills" isn't really a western statement after all.

Professor Bassett firmly believes that the new speech which is expected to follow the greater attention now being paid to the improvement of vocal qualities will reach its highest development in the western United States.

Give Clinic For Teachers

NEW YORK.—A clinic for teachers of home-making and economics has proven quite an attraction here. The clinic was under the auspices of the University of the State of New York, state education department, and Miss Marion Van Liew, chief of the bureau of home economics, throughout the state. The object of the clinic was to furnish up-to-date information in fashion and clothing construction to teachers; namely, what is now in fashions and how to teach the subject. Style and its effect on clothes, foundation patterns, the social aspect of clothing, what school girls are interested in making, the accrued value of knowledge of clothes planning and construction were some of the other subjects discussed.

Funds Sought for School Athletics

BOSTON.—Responsibility for overemphasis on athletics, especially football, was placed on spectators rather than players, by speakers at the forty-sixth annual meeting of the New England Association of Colleges and Secondary Schools here. School sports should be definitely and distinctly separated from professional sports, according to Frank P. Day, president of Union College, in an address read by a member of the organization. Commercializing football has ceased to make it a sport, according to Ralph L. Kendall. Many teams endeavor to win not for the sport but for the financial aid it will bring, he pointed out. To avoid this, Mr. Kendall favored financial support from the city for athletic activities in secondary schools.

Oklahoma Scholarships Proposed for Mexicans

OKLAHOMA CITY, Okla.—Two scholarships for Mexicans at the University of Oklahoma and Oklahoma A. and M. College, named for the two Mexican youths killed by deputy sheriffs at Ardmore last June, will be recommended to regents of the schools by Governor Murray. The suggestion came from Dr. W. B. Bizzell, president of the university, and was approved immediately by the Governor. One scholarship would be named for Emilio Cortes Rubio, nephew of President Ortiz Rubio of Mexico, and the other for Manuel Garcia Gomez. The scholarships would be awarded by the President of Mexico. "That would be more practical than giving families of the slain youths $10,000," Governor Murray said.

Industry Lends Education a Hand

LEXINGTON, Ky.—A new case of co-operation between industry and education has appeared in connection with the opening of the $75,000 agricultural engineering building just completed on the experiment station farm of the University of Kentucky. Virtually every type of field machinery used in Kentucky will be found in the building's shops and laboratories, it is announced, a number of manufacturers and dealers having arranged to lend the necessary equipment. The University of Michigan, also, made a new gesture of readiness to co-operate with the industries of its state at a conference arranged recently, when it invited a representative group of manufacturers to inspect its buildings and laboratories and listen to talks by members of its engineering faculty and business leaders discuss possible kinds of service the university might render.

Moral Training Too Negative

BOSTON.—Moral and ethical education have been too much of a negative character in the opinion of Dr. Franklin W. Johnson, president of Colby College, who delivered the main address at the eighty-third annual convention of the Norfolk County Teachers' Association. In place of the "don'ts" he outlined a specific program that should place the emphasis on the "do." To teach the child to understand the rules of conduct, to desire to observe those rules and to make correct conduct a thing of habit were the precise methods open to the schools, he stated. While Dr. Johnson admitted no special lapse in juvenile morals, he declared the challenge of guiding them to be ever before the educator. Particularly so today, for the speaker charged the home and the church have failed in character building. The schools must take up the obligation, he said.

SCHOOL SICKNESS

Grading System Brings New Emotional Ailment

WASHINGTON. — Through "pressure" and general disregard of the emotional and intellectual differences between individual children, the schools have produced a new ailment of childhood, recently described for the first time as "school sickness," according to Dr. James Frederick Rogers of the Federal Office of Education.

Dr. Rogers, who is the bureau's consultant in hygiene and specialist in health education, says this illness is "as real as measles, and, unfortunately, far more drawn out and full of misery." Even tuberculosis, he declares, "will not work such havoc with the child save in the final stages."

"It cannot be denied that pressure exists," Dr. Rogers continued, "Mental strain and overcrowding at the expense of child welfare goes on in not a few schools every day of every school year. Education ought to be of, and for, life and not merely for escaping 'D's' in some dead (but not yet buried) language, or in surviving some other means of mental 'discipline' the value of which has never actually been proved."

Dr. Rogers says that much is made today of medical inspection, but that the physical defects thus discovered were "trifling" in comparison with mental states which produce loss of sleep, loss of appetite, loss of weight and loss of energy.

Dr. Rogers points out that "for practical purposes the mind is almost tireless," and adds that in the public-school child "there is also no wear and tear from such brain work as he can do, or even from home study if he knows how to study the subject in hand, but there is fearful emotional turmoil from trying to do what he cannot do, and in trying to be just like other children, which even the White House Conference declares to be an impossibility."

Urges Schools to Aid Creative Expression

LAKE PLACID, N. Y.—Each individual has within himself the potentiality for creative expression, the ability to fashion from the materials of his environment some expression which shall be stamped with his own personality, Dr. Willard W. Beatty, superintendent of schools at Bronxville, told the New York State Federation of Women's Clubs here. "A real education must consist of at least two parts, the first, which transmits to the coming generation the traditions and the achievements of the past; the second, which provides opportunity for creative expression out of which alone can develop the power to contribute further to the permanent heritage of the race," he said. "Many schools have seen but the first of the obligations, and out of this has grown the memory-training curricula of the past, rooted in the classics and built up around the analytic study of language, mathematics and history. All of this is valuable and has its place in education, but without something more, the product would be a sterile thing. The school which would release the creative powers of its pupils must offer opportunities in these fields and in others, and in so doing will be a potent factor in molding a different world."

A PUPIL'S VIEWPOINT

Drawn by a High School Art Student in a project sponsored by the Division of Publications of the National Education Association.

Girls Reading Sports And Boys Love Stories

ALPENA, Mich.—Girls can't play football, so they read about the game, a survey of public library patrons revealed. While girls have forsaken romance for sport, the survey shows, boys are reading stories of love and adventure. Schoolboys begin calling for Zane Grey books as soon as they are old enough to read, according to librarians.

Ask Group to Guide Vocational Study

WHITE PLAINS, N. Y.—The Westchester Schoolmen's Club, consisting of school teachers employed in this county, petitioned the board of supervisors meeting here to create a commission on vocational guidance with powers to study the county's needs in this respect and make recommendations. The petition set forth that while in several of the cities vocational schools are operated on a sound basis, there are many parts of the county where nothing at all is being done to guide and train the young along vocational lines. The petition was referred to a special committee on education.

TUSKEGEE IN AFRICA

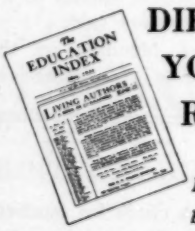
Booker Washington Institute Planned for Liberia

TUSKEGEE, Ala.—A "Tuskegee in Africa" is to be established in Liberia, the black republic on the West Coast. It will be called the Booker Washington Agricultural and Industrial Institute, will be symbolic of the new education in the Southern United States, and similar in character to Tuskegee and Hampton Institutes in Alabama and Virginia, respectively.

Henry L. West, for many years head of the century-old American Colonization Society in Washington, has been elected the first president of the board of trustees.

In addition to its grant of land and the annuity, the Liberian Government also has issued a charter to the American board of trustees authorizing it to promote education in that country and to appoint the following persons as a board of managers in Liberia: The President of the Republic of Liberia, the Secretary of Public Instruction, the financial adviser, the educational adviser of the advisory committee, representatives of mission societies, the principal of the Booker Washington Institute, a representative of American-Liberians and a representative of the native chiefs.

The new institute has already re-



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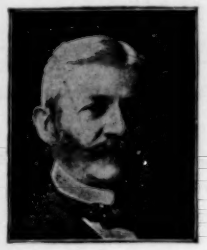

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ceived more than $100,000 toward a permanent endowment fund.

The institute is planning to teach native boys and girls to read, write and figure more effectively, and also how to live and to earn their own livings.

Students Oppose Pan-American Merger

MEXICO CITY. — The reported plans of the National Students' Federation of the United States to organize a Pan-American students' conference in 1932 are viewed with suspicion by the Ibero-American Confederation of Students, according to a manifesto published by the latter's headquarters here. An invitation to the proposed 1932 meeting which has been received here not only threatens to interfere with plans for a conference limited to Latin-American students but prompts the confederation to sound warning against the "imperialistic motives" by which the North American students are declared to be inspired.

"Gap" Period Styled Vital

LONDON.—"The child between two and five years of age is an unrecognized explorer in a world of vivid impressions and peculiar sensibilities." Miss F. Hawtrey, speaking from her three years' experience in the handling of London's children in connection with the Founding Site, made an appeal for this child in talking with members of the Women's Group of the Fabian Society. The period between the ages of two and five was a strangely unguarded one. Released from the organized care bestowed upon his baby stage, but still too young to come under the eye of school authorities, he was left to drift through his time very much to himself. Two million children, living in this "gap" period, were suffering in a manner which could be prevented. Of the 620,000 of them who reached the school age of five, some 200,000 were registered as unfit to benefit from state education.

3,000,000 Children in America Not Attending School

NEW YORK.—Despite the vast spread of education among America's youth, there are still more than 3,000,000 children between the ages of 7 and 17—roughly, a tenth of that part of the population—who are not in school, according to Dr. Louis I. Dublin, vice-president and statistician of the Metropolitan Life Insurance Company.

This number of children, he said, in a speech before the recent meeting of the American Vocational Association, being the number not in school during the last census period, were either working or seeking work. About 2,000,000 of them, he estimated, were gainfully employed.

No-Rule College Likely to Close

MADISON, Wis.—The University of Wisconsin experimental college is doomed. Freshmen and sophomores were the subjects of this educational experiment. They lived with their professors, called the instructors by their first names, smoked their tobacco and did quite as they pleased. As an educational venture it was pronounced good. But this, the sixth year of the college, promises to be its last. With its freedom from regular classes, tests and examinations which marked the other colleges in the university, the experimental laboratory has been an education heaven to those enrolled. This freedom aroused the jealousy of students in the regular courses of the university. Dr. Alexander Meiklejohn, former president of Amherst College, heads the experimental institution.

League Institute Studies Film Education

ROME.—Attacks on several large problems confronting the educational film are now being made by the International Educational Cinematographic Institute, one of the special institutes operating under the League of Nations, with headquarters in Rome. One, an inquiry into the effects of films on young people, is being carried on in many countries under the auspices of the various national ministries or offices of education and is assembling psychological data on the habits of thought of the present generation through inquiries addressed to both teachers and parents as well as to the young people themselves. The other attacks are in the medical field, one being directed at determining the effect of the motion picture on eyesight and another at finding the possible uses of films in promoting public health. Along with these studies the institute is promoting steps to simplify the international use of educational films.

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Shots Clear Room In Observation Test

EVANSTON, Ill.—Professor John B. Morgan's psychology class got off to a running start recently. Memory courses were the subject of the professor's talk. "Memory courses," he said, "are fakes." William Chamberlain, a student, took exception. "Did you ever hear of the Roth course?" he asked. "My uncle's an official in it." "It never did me any good," said Edward Whelan, another member of the class. "Well," replied Chamberlain, "a course is no good unless you start with something." "Do you mean I'm dumb?" asked Whelan. "I'll see you outside." "No, you won't!" yelled Chamberlain. He pulled a pistol and started firing as he chased Whelan out the door. The whole class followed. "And now, children," said the professor when the whole class noticed that the two belligerents were grinning, "this was just my yearly stunt to give the class a test on observation."

Census to Find Dual Job Holders

NEW YORK.—The Board of Education began a census of the teachers and other employees recently to determine the number employed in dual capacities and the number of husbands and wives who are working in the schools. The object of the census is to appeal to those who are holding two jobs to surrender one so that some of the unemployed may have work. There are now about 4,000 teachers on the waiting list. Many of these teachers, especially those employed in evening schools, are employed in teaching in day high schools. The law requires that only those who have a license to teach in a day high may teach in an evening high. This law was enacted years ago to prevent the employment of low grade teachers in the evening high schools. Those holding two positions cannot be compelled to relinquish one. But it is intended to appeal to their sense of fair play.

Definition Sought For Good Teaching

WASHINGTON. — The American Association of University Professors is trying to find out what constitutes good and bad teaching. A comprehensive investigation of teaching methods will be made by the association under a grant of $20,000 by the Carnegie Corporation and Foundation. A committee, the association announced, "will seek to find methods of promoting effective teaching both among those now engaged in the profession and of those young instructors who are preparing to enter it."

Changes Form Of Diploma

BOSTON.—Following in the footsteps of several leading United States colleges and universities, Boston University has adopted the new portfolio type of diploma to replace the old-fashioned sheepskin, according to a recent announcement by T. Everett Fairchild, assistant to President Daniel L. Marsh. It will be distributed for the first time to more than 1,200 seniors who will receive degrees next June at Commencement. The new diploma will be but six by eight inches in size, made of finest type of sheepskin parchment and encased in a leather cover. The covers will open book fashion and will be attractively made up in the university colors of scarlet for the leather and white silk for the lining. It will be convenient to carry and in this way will be of outstanding use to foreign students and to students who have to show their diplomas for identification purposes when transferring from one college to another for degree work or in applying for a position.

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Grins Between Grinds

Must Look

Grace, who had just fulfilled a lifetime ambition and bought a fur coat, went strutting down the street. She met a girl-friend, shivering with the cold, who said: "Say, Grace, it's pretty cold today, isn't it?"

"Is it?" said Grace, peering out from the depths of her fur collar. "Now you know, I really haven't looked at the paper today."

Bright But Dumb!

He: "How is that back tire on your side, dear?"

She (looking over the side of the car): "Oh, it's all right. It's flat on the bottom, but it's round on top."

Appropriate

"Heavens," said the young miss, as she inspected Granny's wedding ring, "what heavy, unwieldy things those were fifty years ago."

"Yes, dear," said Granny, "but you must remember that in my day they were made to last a lifetime."

Knocked Out

New patient—"You say they don't give you an anesthetic in this hospital?"

Old patient—"No, they just bring your bill in advance."

The Idea

"Is the doctor treating her for nervousness?"

"Oh, dear, no. She's rich enough to have psychoneurosis."

Revealed

"Ah, my dear young lady!" exclaimed the attendant at the awesome entrance of a silken-hung room. "You wish to consult Madame Maharajah, the great mystic of the Orient?"

"Yep," replied the caller. "Tell her that her kid sister's here and ma wants she should get a couple pounds of liverwurst on her way home."

Had a Long Record

Bill had had a nasty fall from the scaffolding at work and his pals flocked around. They were curious to know what the sensation was like. With some imagination he described all he had felt.

"But what I wants to know," said Alf, "is whether it's true that all your sins flash before you. Did yours?"

"Talk sense," said Bill; "I fell thirty feet, not thirty miles."—Boston Transcript.

Keep Smiling

Nothing on earth can smile but man. Gems may flash reflected light, but what is a diamond-flash compared to an eye-flash and a mirth-flash? Flowers cannot smile; this is a charm that even they cannot claim. It is the prerogative of man; it is the color which love wears, and cheerfulness and joy—these three. It is the light in the windows of the face, by which the heart signifies it is at home waiting. A face that cannot smile is like a bud that cannot blossom, and dries up on the stalk. Laughter is day, and sobriety is night, and smile is the twilight that hovers gently between both—more bewitching than either.—Henry Ward Beecher.

A Fish Story With a Moral

A naturalist divided an aquarium with a clear glass partition. He put a lusty bass in one section and minnows in the other. The bass would strike every time a minnow approached the glass partition. After three days of fruitless lunging, which netted him only bruises, he ceased his efforts and subsisted on the food that was dropped in.

Then the naturalist removed the glass partition. The minnows swam all around the bass, but he did not strike at a single one. He was thoroughly sold on the idea that business was bad.

Moral: Take another shot at the glass partition. Maybe it isn't there any more.

—Exchange.

Physical Education for Girls

College physical education has now attained the dignity of having what is believed to be the first published syllabus in the field. It has been issued to the students of Barnard College this Fall, having been prepared by Professor Agnes R. Wayman, head of the Department of Physical Education. It covers a wider field than its title implies, for health work, competitive sports and formal physical education are all included in the aims and programs set forth. By means of the course described in the syllabus, the department hopes that every girl will be brought to her best possible physical condition and at the end will have developed good health habits, including a desire for regular exercise.

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